

Scoring Guide for Interactive Videoconference

4 Exemplary (Exceeds the Standards)

- Criteria for Proficient have been met
- Student's comments and responses provide evidence of research and understanding of subject matter beyond the textbook and classroom presentations

3 Proficient (Meets the Standards)

- Presentation
 - Eye Contact – Student maintains direct eye contact with audience (camera) throughout presentation, with minimal reading of notes
 - Delivery – Student delivers introductory and closing remarks that capture and keep the attention of the audience
 - Pacing – Student speaks clearly
 - Posture – Student's posture and movements are not distracting to audience
- Etiquette
 - Student demonstrates active listening skills throughout video conference
 - Student respects and follows any video conference guidelines provided by instructors and/or technicians
 - Student uses all video conference equipment appropriately

2 Progressing (Towards the Standards)

- Presentation – Student may need more work on talking to audience (e.g., less reading of presentation, more eye contact, slowing down)
- Etiquette – Student may have needed a reminder of appropriate video conferencing guidelines and/or procedures

1 Not Yet Meeting the Standards

- Student was not prepared for video conference
- Student failed to follow video conference guidelines and/or procedures

Scoring Guide for Flipbook

4 Exemplary (Exceeds the Standard)

- o Flipbook and Observation Sheet meet requirements for Proficient
- o Observations and inferences are exceptionally detailed, using specific geographic vocabulary

3 Proficient (Meets the Standard)

- o Flipbook is accurately and neatly assembled according to directions given
- o Written observations contain a minimum of three to five inferences about the movement of land masses

2 Progressing (Toward the Standard)

- o Flipbook is accurately assembled
- o Written observations contain a minimum of two inferences about the movement of land masses
- o Observation Sheet needs more work

1 Not Yet Meeting the Standard

- o Flipbook may be inaccurately assembled
- o Observations are missing or lack content
- o Assignment should be redone

Attachment 7

It's Not My Fault Worksheet**Directions:**

1. Color the fault model on the activity sheet following the color key printed on the Cutout Model Activity Sheet.
2. Cut out the fault model. Fold the rock layer extensions down to form a box with the features (trees, train track, river) on the top. Tape touching corners together. The box you make is a three-dimensional model of the top layers of the earth's crust.
3. The dotted lines on your model represent a FAULT. Carefully cut along the dotted lines. You should end up with two pieces.
4. 4. Locate points A and B on your mode. Move the two pieces so that point A is next to point B. This represents a NORMAL FAULT.
 - a. In the space below, draw how the rock layers X, Y, and Z now appear. Label this drawing NORMAL FAULT.

- b. Describe how the earth's surface has changed after movement along the normal fault.

- c. Predict what might happen to the river now that the rock layers have moved.

5. Locate points C and D on your model. Move the model so that point C is next to point D. Doing this represents a THRUST FAULT.

- a. In the space below, draw in how rock layers X, Y, and Z now appear. Label this drawing THRUST FAULT.

- b. Describe how the earth's surface has changed after movement along the thrust fault.

- c. Predict how the landscape will change after the movement along the thrust fault.

6. Locate points E and F on your model. Move the model so that point E is next to point F. This represents movement along a LATERAL FAULT.

- a. Describe how the earth's surface has changed.

- b. Describe how rock layers X,Y, and Z have changed.

Scoring Guide for It's Not My Fault Worksheet

4 Exemplary (Exceeds the Standard)

- o Meets requirements for Proficient
- o Answers contain outstanding or unique insights or connections

3 Proficient (Meets the Standard)

- o Drawings are neatly and accurately done
- o Written answers reflect thought and address the issue

2 Progressing (Toward the Standard)

- o Work is complete
- o Drawings are satisfactory

1 Not Yet Meeting the Standard

- o Worksheet is incomplete and/or inaccurate
- o Written answers lack relevance
- o Assignment should be redone

Attachment 10

PowerPoint Storyboard
Slide # of

Slide Heading: _____

Statement #1: _____

Statement #2: _____

Statement #3: _____

Statement #4: _____

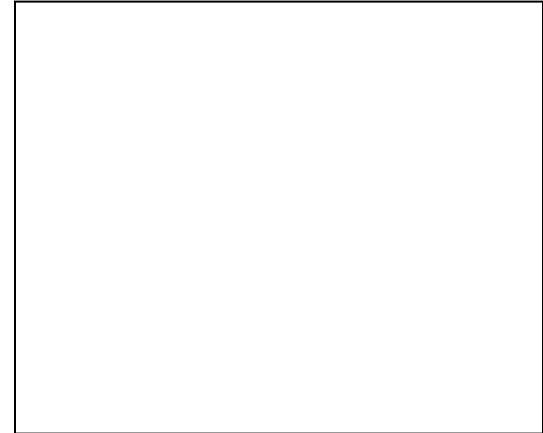
Statement #5: _____

Graphic: _____

Where is this graphic located (digital photo, scanned image, book, website, etc.)?

Comments:

In the box below, sketch the layout for your slide. Show where the heading, subheading (if used), bulleted items, and graphic(s) will be placed.



Multiple Slides PowerPoint Storyboard

Your storyboard should include your text, name and location of graphic(s), URLs of any links.
Number your slides or use arrows to show the order of your presentation.

Scoring Guide for *Living Classrooms* PowerPoint Presentation

4 Exemplary (Exceeds the Standards)

- o Presentation meets all criteria for Proficient, plus:
- o Introduction presents overall topic in a way that draws the audience into the presentation
- o Content contains research beyond material presented in classroom presentations, textbook, and park visits
- o Research sources are correctly cited at end of presentation
- o Layout is visually outstanding
- o Graphics, sound, and/or animations enhance the content
- o Writing Mechanics – Written text of presentation contains no errors in grammar, capitalization, punctuation, and spelling

3 Proficient (Meets the Standards)

- o Storyboard shows evidence of pre-production planning
- o Introduction is clear, coherent, and relates to the topic
- o Content:
 - o historically and scientifically accurate
 - o reveals an understanding of renewable and non-renewable resources of the park
 - o explains the importance and benefits of the park
 - o suggests actions students can take to preserve our state parks
 - o written with a logical progression of ideas and supporting information
- o Layout is visually pleasing, has a consistent theme, and contributes to the overall message with appropriate use of headings, subheadings, and white space
- o Graphics, sound, and/or animations assist the audience in understanding the content
- o Text elements:
 - o fonts are easy to read
 - o background and colors enhance the readability of text
 - o text is concise and appropriate in length for the target audience
- o Writing Mechanics – Text is clearly written and requires little editing for grammar, punctuation, and spelling

2 Progressing (Towards the Standards)

- o Presentation meets at least five of the criteria for Proficient
- o Presentation needs more work

1 Not Yet Meeting the Standards

- o Presentation meets less than five of the criteria for Proficient
- o Presentation lacks content and/or focus
- o Presentation should be redone

Scoring Guide for A-Z Field Guide PowerPoint Presentation

4 Exemplary (Exceeds the Standards)

- o Presentation meets all criteria for Proficient, plus:
- o Introduction presents overall topic in a way that draws the audience into the presentation
- o Content contains research beyond material presented in classroom presentations, textbook, and park visits
- o Research sources are correctly cited at end of presentation
- o Layout is visually outstanding
- o Graphics, sound, and/or animations enhance the content
- o Writing Mechanics – Written text of presentation contains no errors in grammar, capitalization, punctuation, and spelling

3 Proficient (Meets the Standards)

- o Storyboard shows evidence of pre-production planning
- o Introduction is clear, coherent, and relates to the topic
- o Content:
 - o historically and scientifically accurate
 - o reveals an understanding of the biodiversity unique to the local park's ecosystems
 - o written with a logical progression of ideas and supporting information
- o Layout is visually pleasing, has a consistent theme, and contributes to the overall message with appropriate use of headings, subheadings, and white space
- o Graphics, sound, and/or animals assist the audience in understanding the content
- o Text elements:
 - o fonts are easy to read
 - o background and colors enhance the readability of text
 - o text is concise and appropriate in length for the target audience
- o Writing Mechanics – Text is clearly written and requires little editing for grammar, punctuation, and spelling

2 Progressing (Towards the Standards)

- o Presentation meets at least five of the criteria for Proficient
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Post-Assessment for Geology Rocks Unit

Plate Tectonics

1. Describe the theory of continental drift.
2. Describe the theory of plate tectonics.
3. Identify the main layers of the earth and state the evidence of their existence.
4. Explain the connection between earthquakes and plate tectonics
5. Explain the three main types of fault lines.

Earth's Resources

1. Define the term *earth's resources*.
2. Explain the difference between a *renewable* and *non-renewable* resource. Give examples for each one.

Ecology

1. Define the term *ecosystem*.
2. Explain what factors determine the number and types of organisms in an *ecosystem*.
3. On the back of this paper, draw and label a diagram of a life cycle.

